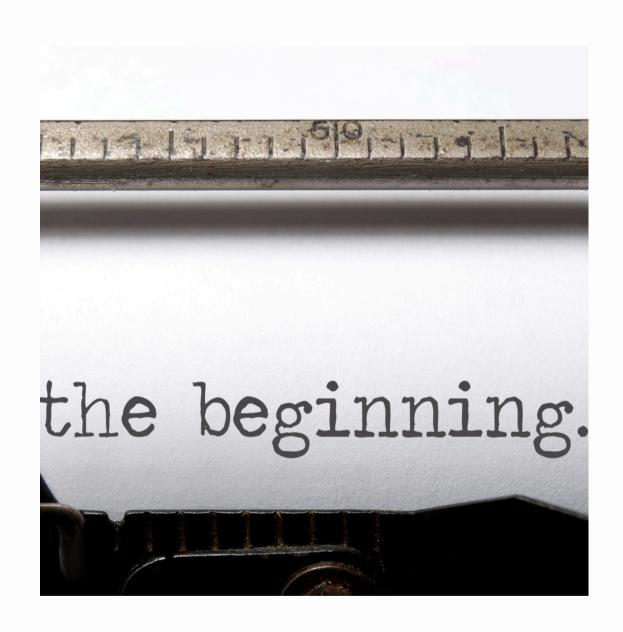# ADL JOURNEY SYNTHESIS

WILLIAM TAVARES

WHERE DID I START?

- Started ADL program in the early stages of my second year as a teacher.

- Fast-paced master's program with a demanding workload.

- Experienced an amazing and memorable journey of growth and learning.

WHO WAS INVOLVED?

- Colleagues provided constant support and shared experiences.

- Mentors offered invaluable guidance and feedback, shaping teaching approach.

- Friends provided emotional support and encouragement.

- Students' responses to new methods provided real-time feedback and insight.

THE HIGHS AND LOWS OF MY LEARNING PROCESS

HIGHS

- Developed "Interactive Learning Pods: A Dynamic Blended Learning Solution" as part of my Innovation Plan.

- Implemented Station Rotation Blended Learning Model, saw increased student motivation and collaboration.

- Created a professional ePortfolio, showcasing growth and innovations.
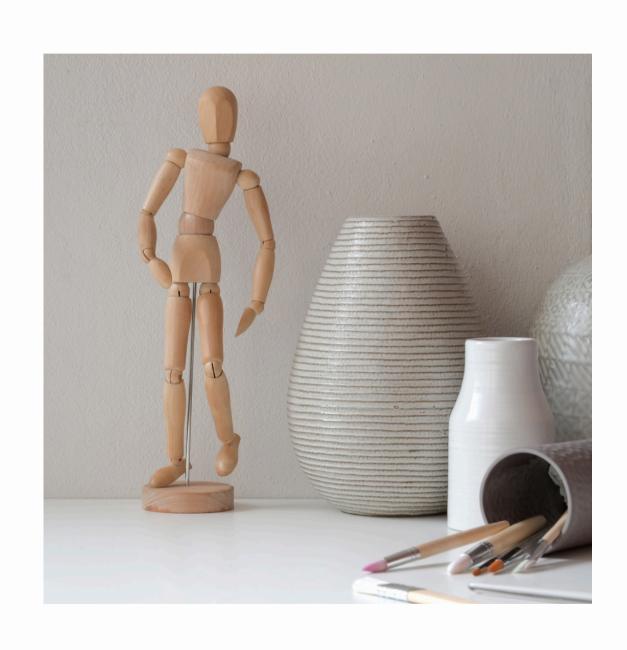
LOWS

- Challenges included refining initial assessments and balancing ADL program pace with teaching responsibilities.

- Learned importance of growth mindset, resilience, and adaptability through setbacks.

HOW I FELT THROUGHOUT THE PROCESS

- Felt a mix of excitement, determination, and occasional frustration throughout the process.

- Excitement from learning and envisioning classroom transformation for student benefit.

- Determination fueled commitment to improving student outcomes and succeeding with Innovation Plan.

- Frustration from challenges like refining assessments, adjusting plans, and balancing program pace with teaching responsibilities.

- Overcame challenges through continuous improvement and resilience.

WHAT I HAVE CREATED

- Created "*Interactive Learning Pods: A Dynamic Blended Learning Solution*" [Innovation Plan](#).

- Developed professional [ePortfolio](#) documenting Innovation Plan's development, implementation, and outcomes.

WHAT I HAVE ACCOMPLISHED

- Piloted Interactive Learning Pods initiative, integrating personalized learning and fostering collaboration.

- Created professional ePortfolio documenting growth and showcasing work.

- Applied leadership theories to address resistance to change in educational settings.

- Used constructivist theories to design significant digital learning experiences.

- Learned valuable principles from COVA (Choice, Ownership, and Voice through Authentic learning opportunities).

- Learned principles from CSLE (Creating Significant Learning Environments)

- Assessed instructional impact of plans and communicated pedagogical value of digital tools.

- Developed online course and collaborated on professional learning activities.

- Synthesized knowledge to become a digital leader promoting innovation and organizational change.

WHAT WORKED

- Integrated personalized learning plans to tailor instruction to individual student needs and strengths.

- Fostered a culture of student collaboration within small learning groups.

WHAT I COULD DO BETTER

- Recognized the need to refine initial assessment phase for more precise tailoring of learning plans from the start.

WHAT LESSONS I HAVE LEARNED

- Learned importance of having a growth mindset when trying new teaching methods.

- Viewed feedback and challenges as opportunities for improvement, not setbacks.

- Stayed open to new ideas and continuously refined teaching practices.

- Modeled growth mindset to students, fostering classroom culture of persistence and continuous growth.

WHERE I AM NOW

- Currently in piloting phase of Interactive Learning Pods initiative.

- Next steps include gathering feedback, assessing effectiveness, and making adjustments.

- Goal to complete pilot during upcoming school year.

WHAT I PLAN TO DO NEXT

- Plan to share findings widely through ePortfolio, school meetings, and professional development sessions.

- Focus on maintaining growth mindset, involving stakeholders early, and adapting approach based on feedback.

- Aim to inspire others to innovate and continuously improve teaching techniques.

"EDUCATION IS WHAT PEOPLE DO TO YOU, LEARNING IS WHAT YOU DO TO YOURSELF"

Joichi Ito. Director of the MIT Media Lab.